

2014-15 SECTION 107, STATE SCHOOL AID ACT REQUIREMENTS

Following are critical requirements that apply to all State School Aid, Section 107 funded programs for 2014-15. Districts and intermediate school districts must refer to the Office of Adult Education Guidebook, the Participant Accounting and Auditing manuals, and the Workforce Development Agency website for additional information and requirements. The website is www.michigan.gov/wda (click on Education and Training).

Section 107 of the 2014-15 State School Aid Act (Public Act 196 of 2014) allocates \$22 million for adult education programs. Funds will be allocated to only **ONE** intermediate school district (ISD) serving as the fiscal agent for adult education programs in each of the ten prosperity regions in Michigan, as determined and agreed upon by all ISDs within the region.

Funds allocated under Section 107 are restricted for adult education programs as authorized under Section 107 only. A recipient of funds under Section 107 is prohibited from using these funds for any other purpose.

Regional providers must provide services within the geographic boundaries of the prosperity region, however, participants can obtain services from any region.

INTERMEDIATE SCHOOL DISTRICT (FISCAL AGENT) REQUIREMENTS

To be an eligible fiscal agent, an ISD must comply with the following:

- A. Distribute funds to adult education programs in a prosperity region as described in Section 107 of the State School Aid Act. Please refer to the 2014-15 Section 107 Requirements document provided for detailed information.
- B. Collaborate with the education advisory groups (EAGs) of the workforce development boards (WDBs) located in the prosperity region to develop a regional strategy that aligns adult education programs and services into an efficient and effective delivery system for adult education learners.
- C. Collaborate with the EAGs of the WDBs located in the prosperity region to create a local process and criteria that will identify eligible adult education providers to receive funds allocated under Section 107 based on location, demand for services, and cost to provide instructional services. All local processes, criteria, and provider determinations must be approved by the Workforce Development Agency, Office of Adult Education before funds may be distributed to the fiscal agent.
- D. Report adult education program and participant data and information in the following systems:
 - Michigan Electronic Grants System (MEGS+)
 - Michigan Student Data System (MSDS)
 - Michigan Adult Education Reporting System (MAERS)

While the ISD serving as the fiscal agent for the region is responsible for reporting, it is recommended that the fiscal agent require each regional provider to enter its local participant data into MSDS and MAERS. This information will be available for each provider and it will also be rolled up to the fiscal agent level for the region.

- E. Monitor program providers throughout the program year to ensure compliance with Section 107 requirements. The fiscal agent determines how this oversight will be provided.
- F. Meet or exceed the number of adult education participants (FTEs) in the region that received services under Section 107 in 2013-14.
- G. An ISD shall not use more than 5% of the funds allocated for administration costs for serving as the fiscal agent.

MICHIGAN PROSPERITY REGIONS

Below are the prosperity regions within Michigan:

#	Prosperity Region	Counties
1	Upper Peninsula Prosperity Alliance <ul style="list-style-type: none">• Western Upper Peninsula• Central Upper Peninsula• Eastern Upper Peninsula	Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic, Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette, Menominee, Ontonagon, Schoolcraft
2	Northwest Prosperity Region	Antrim, Benzie, Charlevoix, Emmet, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, Wexford
3	Northeast Prosperity Region	Alcona, Alpena, Cheboygan, Crawford, Iosco, Montmorency, Ogemaw, Oscoda, Otsego, Presque Isle, Roscommon
4	West Michigan Prosperity Alliance <ul style="list-style-type: none">• West Central• West Michigan	Allegan, Barry, Ionia, Kent, Lake, Mason, Mecosta, Montcalm, Muskegon, Newaygo, Oceana, Osceola, Ottawa
5	East Central Michigan Prosperity Region	Arenac, Bay, Clare, Gladwin, Gratiot, Isabella, Midland, Saginaw
6	East Michigan Prosperity Region	Genesee, Huron, Lapeer, Sanilac, Shiawassee, St. Clair, Tuscola
7	South Central Prosperity Region	Clinton, Eaton, Ingham
8	Southwest Prosperity Region	Berrien, Branch, Calhoun, Cass, Kalamazoo, St. Joseph, Van Buren
9	Southeast Michigan Prosperity Region	Hillsdale, Jackson, Lenawee, Livingston, Monroe, Washtenaw
10	Detroit Metro Prosperity Region	Macomb, Oakland, Wayne

ELIGIBLE ADULT EDUCATION PROVIDERS

Eligible adult education providers include a local school district, an ISD, a consortium of local school districts, a consortium of ISDs, or a consortium of local school districts and ISDs that are identified as part of the local process and approved by the Workforce Development Agency, Office of Adult Education.

FUNDING ALLOCATIONS AND DISBURSEMENTS

Funding allocations for each prosperity region will be determined as follows:

2014-15

Sixty-seven percent (67%) of the allocation provided to each ISD serving as a fiscal agent for the region shall be based on the proportion of total funding formerly received by the adult education providers in that prosperity region in 2013-14, and thirty-three percent (33%) shall be allocated based on the funding factors identified below. (NOTE: Preliminary amounts will initially be based upon 2012-13 data. Final funding amounts for 2014-15 will be provided once 2013-14 data has been finalized.)

2015-16

Thirty-three percent (33%) of the allocation provided to each ISD serving as a fiscal agent for the region shall be based on the proportion of total funding formerly received by the adult education providers in that prosperity region in 2013-14, and sixty-seven percent (67%) shall be allocated based on the funding factors identified below.

2016-17

One hundred percent (100%) of the allocation provided to each ISD serving as a fiscal agent for a region shall be based on the funding factors identified below.

Following are the most recent 5-year census data factors used to determine the allocation for each region.

NOTE: This is census data only and NOT participant eligibility criteria. Please refer the Participant Eligibility Criteria within this document.

- Sixty percent (60%) of this portion of the funding shall be distributed based upon the proportion of the state population of individuals between the ages of 18 and 24 that are not high school graduates that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.
- Thirty-five percent (35%) of this portion of the funding shall be distributed based upon the proportion of the population of individuals age 25 or older who are not high school graduates that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.
- Five percent (5%) of this portion of the funding shall be distributed based upon the proportion of the state population of individuals age 18 and older who lack basic English language proficiency that resides in each of the prosperity regions, as reported by the most recent 5-year estimates from the American Community Survey (ACS) from the United States Census Bureau.

The amount allocated under Section 107 per full-time equated (FTE) participant shall not exceed \$2,850 for a 450-hour program. The amount shall be proportionately reduced for a program offering less than 450 hours of instruction. Participant means the sum of the number of FTE individuals enrolled in and attending an Office of Adult Education approved adult education program under Section 107, using participant count periods.

ISDs will receive 1/11th payments disbursed from the Michigan Department of Education, State School Aid Office on the 20th of each month based upon the total regional allocation.

ELIGIBLE PROGRAMS OF ENROLLMENT

To be eligible to be a participant funded under Section 107, a person must be enrolled and receiving instruction in an eligible adult education program of enrollment, as follows:

- **Basic Literacy Skills (Adult Basic Education):** Instruction in language arts and/or mathematics provided to adults who function below 9th grade level (0–8.9) in reading or mathematics, or both.
- **English as a Second Language (ESL):** Instruction in English language communication skills (comprehension, speaking, reading and writing) provided to students whose native language is not English. ESL may also include instruction in citizenship to prepare for naturalization.
- **General Educational Development (GED) Preparation:** Instruction designed to prepare students to pass the GED test of high school equivalency. The test consists of four modules: language arts, mathematical reasoning, science, and social studies.
- **High School Completion:** Instruction is designed to fulfill the requirements for a high school diploma.
- **Job or employment-related adult education program (JER):** Instructional program operated on a year-round or school year basis which enrolls adults referred by their employer or by a Michigan workforce agency who are less than 20 years of age, have a high school diploma, are determined to be in need of remedial mathematics or communication arts skills and are not attending an institution of higher education.

An adult basic education program or an adult English as a second language program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults who are determined by a department-approved assessment, to be below ninth grade level in reading or mathematics, or both, or who lack basic English proficiency.
- b. The program tests individuals for eligibility before enrollment and upon completion of the program in compliance with the state-approved assessment policy.
- c. A participant in an adult basic education program is eligible for reimbursement until one of the following occurs:
 - (i) The participant's reading and mathematics proficiency are assessed at or above the ninth grade level.
 - (ii) The participant fails to show progress on two successive assessments after having completed at least 450 hours of instruction.
- d. A funding recipient enrolling a participant in an English as a second language program is eligible for funding until the participant meets one of the following:
 - (i) The participant is assessed as having attained basic English proficiency as determined by a department-approved assessment.
 - (ii) The participant fails to show progress on two successive department-approved assessments after having completed at least 450 hours of instruction.

A general educational development (G.E.D.) test preparation program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults who do not have a high school diploma.
- b. The program shall administer a pre-test approved by the department before enrolling an individual to determine the individual's literacy levels, shall administer a G.E.D. practice test to determine the individual's potential for success on the G.E.D. test, and shall administer a post-test upon completion of the program in compliance with the state-approved assessment policy.
- c. A funding recipient shall receive funding for a participant, and a participant may be enrolled in the program until one of the following occurs:
 - (i) The participant obtains the G.E.D.
 - (ii) The participant fails to show progress on two successive department-approved assessments used to determine readiness to take the G.E.D. test after having completed at least 450 hours of instruction.

A high school completion program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults who do not have a high school diploma.
- b. The program tests participants before enrollment and upon completion of the program in compliance with the state-approved assessment policy.
- c. A funding recipient shall receive funding for a participant in a high school completion course until one of the following occurs:
 - (i) The participant passes the course and earns a high school diploma.
 - (ii) The participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after having completed at least 900 hours of instruction.

A job- or employment-related adult education program operated on a year-round or school year basis may be funded under Section 107, subject to all of the following:

- a. The program enrolls adults referred by their employer or by a Michigan Workforce Agency who are less than 20 years of age, have a high school diploma, are determined to be in need of remedial mathematics or communication arts skills and are not attending an institution of higher education.
- b. The program tests participants before enrollment and upon completion of the program in compliance with the department-approved assessment policy.
- c. An individual may be enrolled in this program and the grant recipient shall receive funding until one of the following occurs:
 - (i) The individual achieves the requisite skills as determined by department-approved assessment instruments.
 - (ii) The individual fails to show progress on two successive assessments after having completed at least 450 hours of instruction.

PARTICIPANT ELIGIBILITY CRITERIA

Eligibility Key: ☐=Eligible ☒=Ineligible

Adult Education Participants	Under 20 (16-19) (on Sept 1 of the school year)			20 and Over (on Sept 1 of the school year)		
	W/GED	W/Diploma	Without GED or Diploma	W/GED	W/Diploma	Without GED or Diploma
ABE			*			
ESL	** ****	** ****	*	****	****	
GED			*			
HSC	** *****		*	*****		
JER	***	***				

Eligibility for an individual who **has not** obtained a GED or a High School Diploma, and meets one of the following: [Section 107(3)(b)(i-ii)]

Is at least 20 years of age on September 1 of the school year.

- * Is at least 16 years of age on September 1 of the school year, has been permanently expelled from school under section 1311(2) or 1311a of the revised school code, MCL 380.1311 and 380.1311a, and has no appropriate alternative education program available through his or her district of residence.

Eligibility for an individual who **has** obtained a high school diploma or GED, and meets one of the following: [Section 107(3)(a)(i-iv)]

- ** Is less than 20 years of age on September 1 and is enrolled in the Michigan Career and Technical Institute.
- *** Is less than 20 years of age on September 1 and is enrolled in a job or employment-related program through a referral by an employer or a Michigan Workforce Agency, and is not attending an institution of higher education.
- **** Is enrolled in an English as a Second Language program.
- ***** GED Holder Only: Is enrolled in a High School Completion program.

A region shall not be reimbursed under Section 107 for an individual who is an inmate in a state correctional facility.

A person who is not eligible to be a participant funded under Section 107 may receive adult education services upon the payment of tuition. In addition, a person who is not eligible to be served in a program under Section 107 due to the program limitations may continue to receive adult education services in that program upon the payment of tuition. The tuition level shall be determined by the local or intermediate district conducting the program.

CONTINUED ELIGIBILITY

An ABE participant is eligible to be funded with state and/or federal funds until the participant's reading and mathematics proficiency are assessed with a state approved assessment at or above the ninth grade level, or the participant fails to show progress on two successive state approved assessment tests after completing at least 450 hours of instruction.

An ESL participant is eligible to be funded with state and/or federal funds until the participant is assessed with a state approved assessment as having attained basic English proficiency (attainment of highest CASAS scale scores in ALL modules or attainment of highest TABE CLAS-E scale scores in ALL modules), or the participant fails to show progress on two successive state approved assessment tests after completing at least 450 hours of instruction.

A GED participant is eligible to be funded with state and/or federal funds until the participant obtains a GED or fails to show progress on two tests used to determine readiness to take the GED test after completing at least 450 hours of instruction.

An HSC participant is eligible to be funded with state and/or federal funds until the participant has obtained a high school diploma, or the participant fails to earn credit in two successive semesters or terms in which the participant is enrolled after completing at least 900 hours of instruction.

A JER participant is eligible to be funded with state and/or federal funds until the participant achieves the requisite skills as determined by a state approved assessment, or the participant fails to show progress on two successive state approved assessment tests after completing at least 450 hours of instruction.

PARTICIPANT ELIGIBILITY COUNT DATE REQUIREMENTS

A local education agency or ISD's state aid is based on participant counts of the eligible participants legally enrolled on or before the specified count date and in attendance on the specified count date or in attendance during the appropriate 10 consecutive school days or 30 calendar day count period. The count dates established by the State School Aid Act are as follows, for which participant membership count must be entered into the Michigan Student Data System:

Regular School Year

First (1st) Wednesday in October

Second (2nd) Wednesday in February

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2014-15 State School Aid Act]

Extended School Year

Fourth (4th) Wednesday in July

First (1st) Wednesday in October

Second (2nd) Wednesday in February

Fourth (4th) Wednesday in April

For a district or building in which school is not in session on that Wednesday due to conditions not within the control of school authorities, and with the approval of the Michigan Department of Education Superintendent, the immediately following day on which school is in session in the district or building must be used. [Section 7(a) and Section 7(b) of the 2014-15 State School Aid Act]

TEACHER CERTIFICATION

Programs must employ certificated teachers for all programs of enrollment (ABE, ESL, GED, HSC, JER) and qualified administrative staff, and shall offer continuing education opportunities for teachers to allow them to maintain certification.

Refer to the Policy section of the Office of Adult Education Guidebook regarding teacher certification requirements.

ASSESSMENT

- Refer to the Office of Adult Education's Assessment Policy in the Adult Education Guidebook located on the Workforce Development Agency website for detailed information.
- WDA approved assessments: TABE 9/10 (survey or full battery), TABE CLAS-E, CASAS and GAIN
- Adult education providers are required to assess and place ALL adult education participants into an educational functioning level (EFL) at intake (pre-test), and at the end of the instructional period or program year (post-test) using the same Office of Adult Education approved assessment to determine educational gain as defined by the National Reporting System.
- Adult education providers are required to enter the all pre-test and post-test scale assessment scores into MAERS for which instruction is being provided during each program of a participant's registration. These scale scores automatically place an individual on an educational functioning level and determines educational gain.
- Educational gain (movement from one EFL level to a higher EFL level) will be calculated based upon the lowest pre-test score in a content area to the post-test score within the same content area.

ADULT LEARNING PLAN

- Refer to the Office of Adult Education's Adult Learning Plan (ALP) policy in the Adult Education Guidebook for the forms and the technical assistance paper, which provides detailed information.
- All recipients of federal and state adult education funding are required to maintain the ALP for all adult education participants. The ALP is designed to gather required information that is helpful in enhancing the academic and economic success of the adult participant.
- The ALP is to be completed by a program-designated staff member (i.e., teacher, counselor) working with the participant. It is highly recommended that the ALP be a working document initiated during the intake process. It is an integral, but not all-inclusive part of the participant registration process.
- Information on the ALP must match the data entered into MAERS and MSDS, as applicable, for which support documentation is on file.
- The ALP is initiated upon intake and utilized for the entire duration of the participant's adult education services across program years.
- Complete an ALP ADDENDUM - CONTINUED REGISTRATION for each additional program year of the participant's registration period and attach to the initial ALP that was completed. All information should be completed as applicable for the specific program year identified. Data items with an asterisk (*) are optional.

- The following ALP Addendum pages are optional. These pages are designed to obtain a better understanding of the participant and assist in developing a plan of action for addressing barriers.
 - Barriers to Success
 - Educational Inventory, Personal Characteristics and Abilities, and Career Interests
- An agency cannot change the current format/structure of the required fields and responses. Additional information that individual program providers wish to obtain could be added to the available space on the ALP, or attached as a separate page.
- There is a technical assistance paper available which provides the practitioner with the information needed to complete the ALP.

GOAL SETTING POLICY

- Refer to the Office of Adult Education's Goal Setting Policy in the Adult Education Guidebook located on the Workforce Development Agency website for detailed information.
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- Goals should be selected that are appropriate to the educational level of the participant at program entry. This policy aligns goal selection with the Office of Adult Education's Assessment Policy, which requires local programs to provide educational services to the participant as determined by their assessment test at program entry.
- Goals should align with the participant's program of enrollment.
- Goal selection is a collaborative process between the participant and local program staff. Participants need to select their own primary and secondary goals, however, they also need the expertise, guidance, and counseling of local program staff. Local program staff must work with participants and provide goal counseling throughout the participant's entire registration period to ensure that goals selected are achievable.
- Local program staff must ensure that the educational services needed to achieve participant goals are provided.
- Goal selection does not impact federal or state performance measures or follow-up requirements.

TUITION AND FEES

A funding recipient receiving funds under Section 107 may establish a sliding scale of tuition rates based upon a participant's family income. A funding recipient may charge a participant tuition to receive adult education services under Section 107 from that sliding scale of tuition rates on a uniform basis. The amount of tuition charged per participant shall not exceed the actual operating cost per participant minus any funds received under Section 107 per participant. A funding recipient may not charge a participant tuition under this section if the participant's income is at or below 200% of the federal poverty guidelines published by the United States Department of Health and Human Services. NOTE: The 2014 U.S. Department of Health & Human Services Poverty Guidelines can be found at: <http://aspe.hhs.gov/poverty/14poverty.cfm>

PERFORMANCE

Section 107, State School Aid Act:

A region shall receive payments under Section 107 in accordance with the following:

- Seventy-five (75%) percent for enrollment and attendance of eligible participants, and
- Twenty-five (25%) percent for participant completion of the achievement of specified performance objectives:
 - Achievement of an educational gain as determined by the National Reporting System levels (Refer to the Office of Adult Education's Assessment Policy in the Adult Education Guidebook located on the Workforce Development Agency website)
 - Achievement of basic English proficiency
 - CASAS Attainment of highest scale scores in ALL modules:
 - Reading 236 and above
 - Listening 228 and above
 - Writing 261 and above (not currently an option in Michigan)
 - TABE CLAS-E: Attainment of highest scale scores in ALL modules:
 - Reading 589 and above
 - Listening 608 and above
 - Writing 613 and above
 - Speaking: 595 and above
 - Attainment of the official GED or passage of one or more individual actual GED test.
 - Attainment of a high school diploma or passage of a course required to attain a high school diploma.
 - Enrollment in a postsecondary institution
 - Enter or Retain employment

Title II of the Workforce Investment Act (Federal adult education funds):

While Section 107 funded adult education programs must meet Section 107 performance measures, these programs must also adhere to the performance measures under Title II of the Workforce Investment Act.

The performance measures for all of Michigan's federal and state funded adult education and family literacy programs have been negotiated between WDA and USDOE. Upon entry into the adult education program, a participant's educational functioning level is determined by a standardized assessment at intake (pre-test) and a standardized assessment at the end of the instructional period (post-test).

At the end of the program year, WDA will review the grantee's performance based on participant progress and the effectiveness of the program in achieving continuous improvement in order to optimize the return on investment of federal and state funds in adult education and family literacy activities.

Based on the negotiated performance measures with USDOE, applicants are expected to meet or exceed the performance measures and report all participants' performance data electronically in MAERS. Training and technical assistance will be provided through WDA on using MAERS, WDA approved assessment tests, data entry policy and use of the ALP.

The 2014-2015 USDOE projected levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	2014-2015
Beginning ABE Literacy	36%
Beginning Adult Basic Education	31%
Low Intermediate Adult Basic Education	34%
High Intermediate Adult Basic Education	30%
Low Adult Secondary Education	34%
High Adult Secondary Education	NA
ESL Beginning Literacy	55%
ESL Low Beginning	64%
ESL High Beginning	60%
ESL Low Intermediate	50%
ESL High Intermediate	50%
ESL Advanced	51%
High School Diploma & GED	73%
Entered Employment	26%
Retained Employment	51%
Placement in Postsecondary Education or Training	29%

Applicants must consider the quality of their programs, staff capacity and general performance of participants to ensure that their programs will meet state projected performance percentages.

Performance will be measured by automatic cohort designation. The cohort designation for each performance measure determines which participants are included in each of the cohorts, as follows:

- Entered Employment: The Participant's Labor Force Status at Entry is "Unemployed".
- Retain Employment:
 - The participant's Labor Force Status at Entry is "Employed"; or,
 - The participant's Labor Force Status at Entry is "Unemployed" (Enter Employment Cohort) and the participant was employed when contacted during follow up.
- Obtain a GED: The Participant has taken all 5 official GED tests on or before October 25 following the program year end date of June 30.
- Obtain a HSD: The Participant has 50% or more of the credits needed to earn their diploma at program entry.
- Enroll in Postsecondary Education or Job Training:
 - The participant has a Secondary Education Credential (US or Non-US) at program entry
 - The participant obtains a GED on or before program exit
 - The participant obtains a HSD on or before program exit

REPORTING REQUIREMENTS

Michigan Student Data System (MSDS)

Refer to the Participant Eligibility Count Data Requirements section of this document.

Michigan Adult Education Reporting System (MAERS)

WIA Title II AEFLA requires the establishment of a comprehensive performance accountability system. This system is comprised of the federal and state accountability requirements reported in MAERS.

The data entry requirement is part of the comprehensive performance accountability system. The WDA requires the entry of information on every adult education participant into a centralized electronic database. A participant is any individual that registers for services and attends one or more instructional hours. All federal and state funded adult education and family literacy programs must enter participant data into MAERS, which was developed to meet the USDOE data requirements specified in the National Reporting System (NRS) Implementation Guidelines. The WDA must complete and file a report with USDOE every year using MAERS data to fulfill NRS reporting requirements.

Per USDOE requirements, data MUST be entered into MAERS quarterly, at a minimum, including Class Functions, Registration, Assessment, Class Enrollment(s), Program Exit, and Follow-Up data. The four quarters are: (1) July thru September; (2) October thru December; (3) January thru March; and (4) April thru June.

Daily attendance for every participant enrolled in an adult education class must be tracked and entered into MAERS monthly, at a minimum, no later than the last day of the subsequent month. Programs must ensure that the data entered into MAERS is accurate and complete.

All Follow Up activity MUST be entered into MAERS, according to NRS requirements. The Educational Cohorts of Obtain a GED, Obtain a High School Diploma and Enroll in Postsecondary Education or Training must be entered by October 25th following the program year. The Employment Cohorts of Obtain Employment and Retain Employment must be entered by the last day of the month following the contact quarter. If this data entry month falls in October follow-up must be entered by October 25th.

Additional information regarding MAERS is available in the MAERS section of the Office of Adult Education website at: <http://www.michigan.gov/wda>. The official MAERS website for entering and retrieving data is <http://services.michworks.org>. This website requires prior authorization with an assigned username and password that can be obtained by contacting the Office of Adult Education.

End of Year Reporting

Regions are required to report on achievement of specified performance objectives, final expenditures and program information. Information and reports will be available on the Michigan Electronic Grants System Plus (MEGS+).

AUDITS/REVIEWS

A funding recipient shall furnish to the Office of Adult Education all information needed to administer the program and meet federal reporting requirements; shall allow the Office of Adult Education or its designee to review all records related to the program for which it receives funds; and shall reimburse the state for all disallowances found in the review, as determined by the Office of Adult Education.

All intermediate school district audits of adult education programs shall be performed pursuant to the Adult Education Participant Accounting and Auditing manuals published by the Office of Adult Education.

RESOURCES

- 2012-13 funded districts by prosperity region/2013-14 capped allowances and FTEs
- [2014-15 State School Aid Act \(Public Act 196 of 2014\)\(search Sec 107\)](#)
On 6/24/14, the Governor signed House Bill 5314, 2014 State School Aid Appropriations, which was enacted into law as P.A. 196 of 2014. Go to www.michiganlegislature.org for an analysis of the bill or to view the Public Act in its entirety.
- 2014-15 Section 107 Requirements
- [Adult Education Guidebook](#)
The Guidebook contains relevant information about program operations, services, applications, reports, planning, evaluation, accounting procedures, program linkages, administrative guidance and other resources pertinent to adult education in Michigan. The Guidebook is located on the Workforce Development website (www.michigan.gov/wda), click on Education and Training.

The purpose of this Guidebook is to assist adult education personnel in applying for, implementing, and administering state and federal adult education funds.

This "living" document is updated frequently in part or whole, depending on changes in state and/or federal legislation or regulations.

- [Adult Education Participant Accounting Manual](#)
- [Adult Education Participant Auditing Manual](#)
- Census data (recent 5-year)
- Frequently Asked Questions
- ISDs by prosperity region
- ISD/Fiscal Agent Notification to WDA/Adult Ed (hard copy)
- ISD/Fiscal Agent Notification to WDA/Adult Ed (data entry)
- Preliminary three-year allocation plan (Final allocations for 2014-15 will be provided once 2013-14 data is finalized.)
- [Prosperity Regions Map](#)
- Timetable – Deadlines and Important Dates
- [Workforce Development Agency Website](#) (www.michigan.gov/wda)
(click on Education and Training)
- **OFFICE OF ADULT EDUCATION CONTACT:** Sandy Thelen, State Funds Coordinator, 517-373-3395, thelens@michigan.gov.